

# Everglades Habitats Alligator Book

**Which habitat video:** Conclusion (this is a post-viewing activity to be completed after all of the videos from the online video series have been viewed)

**Subject:** Writing

**Duration:** 2-3 hours or class periods

**Group Size:** Up to 36

**Setting:** Classroom

**Grades:** 4-6

**Standards:**

**Common Core:** LACC.4.L.3.6, LACC.4.W.1.2, LACC.4.W.1.3, LACC.4.W.2.4, LACC.4.W.2.5, LACC.5.W.1.2, LACC.5.W.1.3, LACC.5.W.2.4, LACC.5.W.2.5, LACC.6.W.1.2, LACC.6.W.1.3, LACC.6.W.2.4, LACC.6.W.2.5,

**NGSSS:** LA.4.3.1.1, LA.4.3.1.2, LA.4.3.1.3, LA.4.3.2.1, LA.4.3.3.1, LA.4.3.4.3, LA.4.4.1.1, LA.5.3.1.1, LA.5.3.1.2, LA.5.3.1.3, LA.5.3.2.1, LA.5.3.3.1, LA.5.3.4.3, LA.5.4.1.1, LA.6.3.1.1, LA.6.3.1.2, LA.6.3.1.3, LA.6.3.2.1, LA.6.3.3.1, LA.6.3.4.3, LA.6.4.1.1

**Vocabulary:** hardwood hammock, cypress dome, pine rocklands, sawgrass prairie, slough, mangroves, Florida Bay

**Objective(s)**

**Guiding Question:** How are the various habitats within Everglades National Park the same? How are they different?

## Materials

- Copies of alligator book pages
- Copies of habitat Brainstorming worksheet
- Blank notebook paper
- Pencils/crayons/colored pencils
- Scissors
- Glue
- White cardstock or copy paper
- Gray construction paper
- Copies of Everglades Habitats Alligator Book Rubric

**Critical Content:** Explain the similarities and differences between the different habitats in Everglades National Park.

**Student Objectives** Students will create a narrative writing piece to describe the various habitats within Everglades National Park.

**Method** Students will begin by brainstorming all that they have learned about the different habitats within Everglades National Park. Following this, they will create an original story about an alligator traveling through Everglades National Park. The final version of the story will be transformed into an alligator shape book which includes illustrations of each of the habitats discussed.

**Background** The everglades consist of various habitats that allow for a diverse community of plants and animals to coexist. Each habitat is sensitive to the varied elevation in the limestone bedrock that lines the floor of the park. The tallest and driest habitats are the hardwood hammocks followed by the pine rocklands. As we start to slope down the limestone elevation we come across the sawgrass prairies that the park is most known for. As we decrease in elevation we enter the cypress domes and sloughs of the park. All of the water feeds into the last two habitats, the mangroves and Florida Bay. The brackish waters of these habitats become breeding areas for a variety of animals who can tolerate the varied levels of salinity.

### **Suggested Procedures**

\*This lesson was adapted from *The Water Books Teacher's Guide* written in 1998 by Edna Brabham, David LaHart, and Marlene Meiners for Florida State University. It was designed to be a culminating activity to be implemented after viewing all of the online videos and completing studies on all of the habitats.\*

- Explain that students will be writing a story about an alligator traveling through all of the different habitats in Everglades National Park. The story will be made into a book shaped like an alligator and will include fully-colored illustrations and/or photos of each habitat.
- Using the Habitat Brainstorming worksheet, students will write down all of the information they have learned that is distinctive of each habitat.
- Then, they will create a plan for writing their story to determine the order of the habitats their character will visit and what happens to the character in each habitat.

- Students will write their first draft, edit, and revise it before copying the final version onto the paper that will be used in their final book. Each part of the story that takes place in a different habitat should be written on a different page.
- Have students draw and color illustrations go with each habitat onto the white cardstock or copy paper.
- Then, have them glue the story pages and illustrations onto the gray construction paper and have them arrange the pages in the proper order. These will be the pages for the inside of their alligator book.
- Next, students will color the head and tail of the alligator book pages dark gray to represent the alligator and cut these parts out for the front and back covers of their book.
- Finally, have students glue the inside pages of the book together and fold the pages accordion-style to make their alligator shape book.

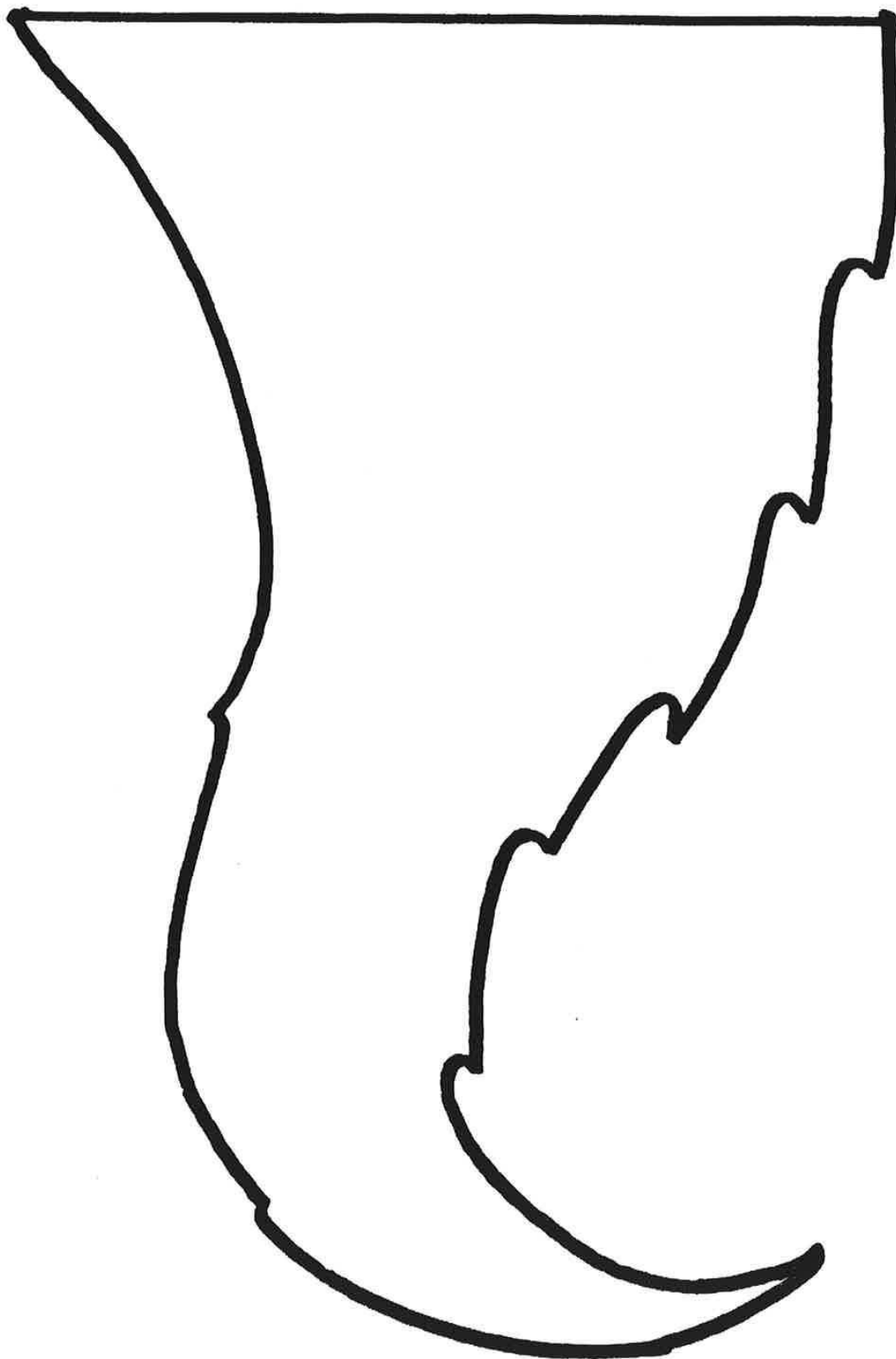
**Evaluation** Finalized alligator book with the story and illustrations. The attached rubric may be used to grade the final product.

**Extension** Instead of writing the book as a story, students create a riddle book. For each habitat in the everglades, the alligator gives clues about the habitat he is in and the reader has to guess which habitat it is before they turn the page where the answer is revealed with a fully-colored illustration.

## Habitat Brainstorming Worksheet

Habitat	Characteristics of the habitat
Hardwood hammock	
Cypress Dome	
Pine rocklands	
Sawgrass prairie	
Slough	
Mangroves	
Florida Bay	





## Story Writing : Everglades Habitats Alligator Book Rubric

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.

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